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ABSTRACT

This book presents an overview of the body of knowledge about adult learning, including the context in which it takes place, who the participants are, what they learn and why, the nature of the learning process, the development of theory in adult learning, and other issues relevant to the practice of adult learning. The book takes into account recent work in sociology and philosophy as well as in psychology. The book is divided into five sections. Part 1 contains three chapters about the context of adult learning (social and cultural influences, formal settings, and self-directed activity). Part 2 focuses on adult learners--who they are, why they participate, and their developmental characteristics. The four chapters in part 3 explore various components of the learning process: key learning theories; age and intelligence; memory, cognition, and learning style; and adult cognitive development. Part 4 reviews theory-building efforts in adult learning, and Part 5 deals with issues that affect the provision of learning opportunities for adults, including social/political issues, ethical dilemmas, and theory-practice integration. The book lists 590 references. (KC)

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